

**Influence of Managerial Support on Instructional Job Performance of Academic Staff in  
Colleges of Education in Oyo State**

Oyejoke Adunola AKINPADE

Oyo State College of Education, Lanlate

oyejokeakinpade@gmail.com

+2347067212225

**Abstract**

This study was carried out on managerial support and academic staff instructional job performance in Oyo State Colleges of Education. The study was anchored on job demand/job resources model. Two research questions and one hypothesis were created to guide the work. Descriptive survey research design was used. Study population consisted of 1,058 academic staff 4,593 year three students. Yamane sampling formula was used to sample 290 academic staff and 368 year three students. Two self-designed instruments titled: Managerial Support Questionnaire, MSQ ( $\alpha = 0.845$ )” and “Instructional Job Performance Questionnaire, IJPQ ( $\alpha = 0.882$ )” were used to collect data. Data collected were analysed using descriptive and inferential statistics. Results showed moderate level of academic staff instructional job performance ( $\bar{x} = 3.285$ ) and managerial support for academic staff ( $\bar{x} = 3.238$ ) in Oyo State Colleges of Education. There was a positive significant correlation between managerial support and academic staff instructional job performance ( $r = 0.354$ , Sig. value = 0.003,  $P < 0.05$ ). It was concluded that moderate level of managerial support could be significantly responsible for the moderate level of instructional performance of academic staff in Colleges of Education in Oyo State. It was recommended that college managers should be equipped on how to provide support to academic staff in order to boost their instructional job performance.

**Keywords:** Academic Staff, Instructional Job Performance, Managerial support

**Word Count:** 213

## **Introduction**

Academic staff instructional job performance is very crucial for the overall achievement of the goals and objectives of Colleges of Education in Oyo State. Their performance is imperative especially because of the role that they play in guiding students in learning and comprehension. For the purpose of this study, instructional job performance is defined as how appropriate they are able to teach their lessons, prepare lesson notes/plans, improvise and utilise instructional aids to instruct the students, monitor, and assess students' performance and provide feedback on students' progress in Oyo State Colleges of Education (Akira, 2020).

When academic staff perform their instructional roles very well, the students will be properly and adequately taught which will enable them to teach those in primary and secondary schools effectively. Although academic staff instructional job performance is crucial for the equipping teachers for the nation's primary and secondary schools, there is however a growing concern on the low to moderate level of instructional job performance among lecturers in Nigeria. Studies have shown low to average level of instructional job performance among some academic staff of Colleges of Education in Oyo State (Aderinto & Adebayo, 2021; Ileuma & Abioye, 2024). Perhaps, inability to provide support for the academic staff within the Colleges of Education could be the reason for the observed and reported low instructional job performance among the academic staff.

Managerial support refers to the readiness of managers at Colleges of Education to encourage and accommodate academic staff schedules and tasks and provide assistance that can help them in performing their work and making it better. Managerial support practices has the provisions of enabling work environment for academic staff to render the needed services effectively at the Colleges of Education. These practices include - the provision of supervision, motivation, professional growth, welfare and other supportive management functions for academic staff to improve instructional delivery in the attainment of objectives of Colleges of Education (Akinfolarin & Emetarom, 2020).

Similarly, a study reported that managerial support services is a significant predictor of teachers' job engagement in secondary schools in Anambra State (Ubabuiké & Zita, 2025). Another study revealed a strong positive relationship between managerial support and affective commitment, continuance commitment and normative commitment of teachers in selected private

secondary schools in Adamawa State, Nigeria (Adamu et al., 2024). However, a search of literature shows huge scarcity of studies on the influence of managerial support on instructional job performance of academic staff. This created a gap in literature that this study addressed. This study therefore investigated the influence of managerial support on instructional job performance of academic staff in Colleges of Education, Oyo State.

The findings of this study would be of immense benefit to educational stakeholders like Colleges of Education administrators, lecturers, researchers, and government at both state and federal level. This study would provide insight to college administrators and guide them on how best to ensure that lecturers' instructional duties is not too demanding and they support the lecturers in the best way they can. The findings of the study should equally keep lecturers abreast of how to improve their instructional job performance by ensuring that management provide support for their work. This study should serve as a guide to the educational researchers and be a vital point of reference for further investigate in this area of study. The findings would inform the government on the necessity of training and equipping college managers on the need to provide support to lecturers in order to enhance their instructional job performance.

The variable scope of this study consisted of one independent and one dependent variable. The independent variable was managerial support while the dependent variable was academic staff instructional job performance. The geographical scope for this study included public Colleges of Education in Oyo State. The population scope included all academic staff and 300L students at the Colleges of Education. The methodology scope included – descriptive research design, use of questionnaires for data collection and descriptive and inferential statistics for data analysis.

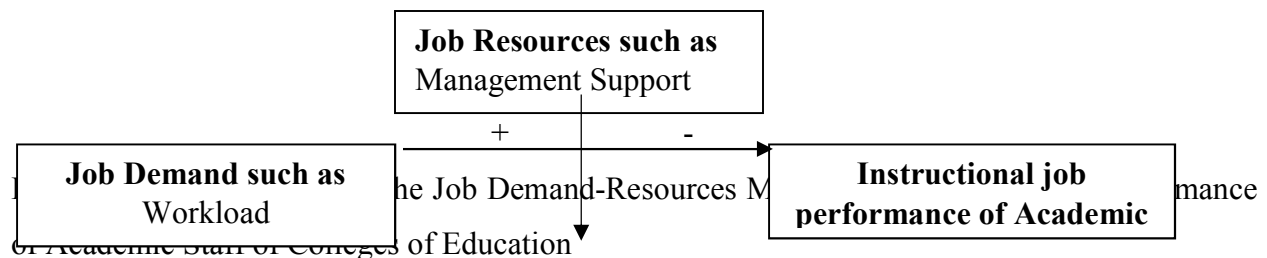
### **The Job Demand-Resources Model (JD-R)**

This study was guided by the “The Job Demand-Resources Model (JD-R)” proposed by Bakker and Demerouti in 2001 (Bakker & Demerouti, 2017). This model explores employee well-being. It is used by managers to predict employee engagement and employee burnout which could invariably affect employee job performance in the long run (Jalal & Zaheer, 2017; Zaki & Marzolina, 2018). The model categorises working environmental conditions into two groups which are: work indices (demands) and job resources/positives. The model essentially states that when work indices (demands) are high and job resources are low, then factors such as stress and burnout are increased which invariably affects work performance among workers. Alternatively, when

work indices are high and job resources are high, then factors such as work engagement and performance levels are improved (Zaki & Marzolina, 2018).

According to the model, job characteristics of different occupations such as the teaching profession may be classified either as work indices (demand) or job resources. On one hand, work indices are those aspects of a work (physical, psychological, social, and organizational) that require sustained physical and/or psychological (cognitive and emotional) effort from the employee and are therefore associated with certain psychological and/or physiological costs. An example is workload. On the other hand, job resources are those aspects of a job within the work environment (physical, psychological, social, and organizational) that are functional in achieving work goals, reducing work indices (demand) and the associated costs (psychological and/or physiological), or promoting personal growth, learning, and development. An example is managerial support (Jalal & Zaheer, 2017; Zaki & Marzolina, 2018).

The buffer hypothesis of this model claims that high job resources (such as managerial support) may offset the harmful impact of high work indices or demand (such as high workload) on job performance (Jalal & Zaheer, 2017; Zaki & Marzolina, 2018). Accordingly, specific job designs in which lecturers are burdened with high work indices, but lack adequate levels of managerial support, are particularly likely to decrease job performance (Darwish & Fattaah, 2020; Jalal & Zaheer, 2017).



(Source: Researcher)

### **Conceptual Framework**

Figure 2: shows the relationship between the independent (managerial support) and dependent variable (academic staff instructional job performance).



### **Statement of the Problem**

It has been observed by this researcher that there is low to average level of instructional job performance among some academic staff in Colleges of Education, Oyo State. This is reflected in low to moderate level of dedication, commitment, engagement effectiveness to instructional activities in the Colleges of Education. Studies have also confirmed low to average instructional job performance amongst some academic staff of Colleges of Education in Oyo State. Perhaps, managerial support in the Colleges of Education may be responsible for the poor to moderate level of instructional job performance among the academic staff. This is because of the huge role management plays in the efficiency and effectiveness of all types of resources within the school. Although managerial support is important, its effect on academic staff instructional job performance has not been given attention which identified a gap in literature. This study was therefore carried out to investigate the extent to which managerial support influence instructional job performance of academic staff in Colleges of Education, Oyo State in a bid to closing the identified gap in literature.

### **Aim and Objectives of the Study**

The aim of this study was to investigate managerial support on instructional job performance of academic staff in Colleges of Education, Oyo State. Specifically, the objectives were to:

1. identify the level of academic staff instructional job performance in Colleges of Education, Oyo State;
2. ascertain the level of managerial support for academic staff in Colleges of Education, Oyo State; and

3. examine the relationship between managerial support and academic staff instructional job performance in Colleges of Education, Oyo State.

### **Research Questions**

The following research questions were raised to guide the study:

1. What is the level of academic staff instructional job performance in Colleges of Education, Oyo State?
2. What is the level of managerial support for academic staff in Colleges of Education, Oyo State?

### **Hypothesis**

**H<sub>01</sub>:** There will be no significant relationship between managerial support and academic staff instructional job performance in Colleges of Education, Oyo State.

### **Methodology**

A “descriptive survey research design” was adopted to carry out this study. In this research design, the variables of study were not manipulated. The population of the study comprised all the academic staff and 300 level students of Federal and State public Colleges of Education in Oyo State. As at the year 2024, there are three public Colleges of Education in Oyo State with a total of one thousand and fifty eight (1,058) academic staff (including Heads of Department) and four thousand, five hundred and ninety three (4,593) year three students as shown in table 1.

**Table 1: Population for the Study (1,058 academic staff; 4,593 300L students)**

S/N	South West State	S/N	Public Education	Colleges	of Ownership	Academic Staff	Number of 300L Students	TOTAL
1.	Oyo	1	Federal Education (Special), Oyo	College	of Federal	571	1,977	2,548
		2	Emmanuel Alayande College of Education, Oyo	Alayande	State	347	2,114	2,461
		3	Oyo State Education, Lanlate	College	of State	140	502	642

---

<b>TOTAL</b>	<b>3</b>	<b>1,058</b>	<b>4,593</b>	<b>5,651</b>
--------------	----------	--------------	--------------	--------------

---

**Source:** *Establishment records office and Academic planning units of the Colleges of Education (2024)*

Yamane sampling technique was used to sample two hundred and ninety (290) academic staff and three hundred and sixty eight (368) 300L students. The formula by Yamane (1967) is shown below.

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size, and e is the level of precision. The level of precision is known as the level of significance which is 0.05.

Two researcher constructed questionnaires were used to collect data for the study. The instruments were titled: “Managerial Support Questionnaire (MSQ)” and “Instructional Job Performance Questionnaire (IJPQ)”. Content and face validity was used to validate the questionnaires in order to ensure that they measure what they are supposed to measure. Cronbach’s alpha reliability method was used to determine the internal consistency (reliability) of the instruments. Reliability coefficients of .845 and .882 were obtained for MSQ and IJPQ respectively. These reliability values were found to be internally consistent/reliable.

The instruments were administered to the sampled academic staff (MSQ) and 300L students (IJPQ) by the researcher and two research assistants. However, out of the 290 MSQ distributed to academic staff, 276 were retrieved and also found to be valid. Furthermore, out of the 368 IJPQ distributed to the 300L students, 354 were retrieved while 350 were found to be valid and used for analysis. Descriptive and inferential statistics were used to analyze the data gathered. Bio-data of the respondents were analyzed using descriptive statistics such as frequency counts and percentage. Research questions were answered using descriptive statistics of frequency counts, percentage, mean and standard deviation. Hypothesis one (H<sub>01</sub>) was tested using inferential statistics such as Pearson product moment correlation (PPMC) at 0.05 level of significance.

**Results**

**Frequency Distribution of the Bio-data of Respondents**

**Table 2: Academic Staff Bio-Data Distribution (n = 276)**

<b>Bio-Data</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	180	65.2
Female	96	34.8
<b>Age</b>		
Below 30 years	18	6.5
30-39 years	48	17.4
40-49 years	85	30.8
50-59 years	95	34.4
Above 60 years	30	10.9
<b>Highest Level of Education at Present</b>		
Bachelor's degree	52	18.8
PGD	10	3.6
Master's degree	107	38.8
MPhil degree	17	6.2
PhD degree	90	32.6
<b>Rank</b>		
Chief Lecturer	25	9.1
Principal Lecturer	34	12.3
Senior Lecturer	36	13.0
Lecturer I	40	14.5
Lecturer II	50	18.1
Lecturer III	48	17.4
Assistant Lecturer	43	15.6
<b>Length of Service</b>		
0-4 years	20	7.2
5-9 years	68	24.6
10-14 years	83	30.1

---

15-19 years	54	19.6
Above 20 years	51	18.5

---

**Field Survey, 2025**

Table 2 showed that 65.2% of the academic staff are males whereas 34.8% are females. Most (34.4%) of the staff are within 50-59 years of age a major portion of them (38.8%) have Master's degree. Majority of the staff (18.1%) are lecturer II in terms of cadre while most of them (30.1%) have 10-9 years in their length of service.

**Table 3: Bio-Data of 300L Students (n = 350)**

---

<b>Demographic Data</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
<b>Gender</b>		
Male	150	42.9
Female	200	57.1
<b>Age</b>		
Below 20 years	204	58.3
20-25 years	92	26.3
Above 25 years	54	15.4

---

**Field Survey, 2025**

Table 3 shows that 42.9% of the students are males whereas 57.1% are females. However, most of the students (58.3%) are below 20 years of age.

**Answers to Research Questions**

**Research Question One:** What is the level of academic staff instructional job performance in Colleges of Education, Oyo State?

**Table 4: Level of Academic Staff Instructional job performance (n = 350)**

S/ N	Items (My lecturers)	VHL	HL	ML	LL	VLL	$\bar{x}$	S. D.		
1	attend lessons regularly according to the time-table	62 (17.7%)	96 (27.4%)	94 (26.9%)	42 (12.0%)	56 (16.0%)	3.1 89	.96		
2	enter the class at the right time (i.e. not late)	54 (15.4%)	84 (24.0%)	98 (28.0%)	62 (17.7%)	52 (14.9%)	3.0 74	.99		
3	mark all assignments given to students	70 (20.0%)	104 (29.7%)	128 (36.6%)	28 (8.0%)	20 (5.7%)	3.5 03	.84		
4	release the continuous assessment (CA) marked scripts and scores to students before examination commences	60 (17.1%)	109 (31.1%)	115 (32.9%)	36 (10.3%)	30 (8.6%)	3.3 80	.88		
5	have a good mastery of what they teach	66 (18.9%)	98 (28.0%)	114 (32.6%)	40 (11.4%)	32 (9.1%)	3.3 60	.89		
6	take the pain to explain and re-explain what they teach so that students can comprehend	63 (18.0%)	89 (25.4%)	104 (29.7%)	44 (12.6%)	50 (14.3%)	3.2 03	.93		
<b>Weighted <math>\bar{x}</math> (Std. Dev.) = 3.285 (0.92)</b>		<b>Overall Decision = Moderate Level</b>								

**Source: Field Work, 2025**

**Key:** Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;  $\bar{x}$  = Mean; S. D. = Standard Deviation

**Mean Threshold:** If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 4 revealed that the level of instructional job performance of academic staff in Colleges of Education, Oyo State is generally moderate to high as most respondents rated

performance at high overall staff performance is fairly effective, though inconsistencies suggest the need for strategies to improve uniformity and instructional excellence (Weighted  $\bar{x}$  (Std. Dev.) = 3.285 (0.92).

**Research Question Two:** What is the level of managerial support for academic staff in Colleges of Education, Oyo State?

**Table 5: Level of Managerial support for Academic Staff (n = 276)**

S/ N	Items	VHL	HL	ML	LL	VLL	$\bar{x}$	Std. Dev
1	Managers at my workplace consult employees about issues affecting staff	51 (18.5%)	70 (25.4%)	84 (30.4%)	44 (15.9%)	27 (9.8%)	3.26 8	.90
2	Employees are treated fairly at my workplace	41 (14.9%)	72 (26.1%)	88 (31.9%)	52 (18.8%)	23 (8.3%)	3.20 3	.94
3	Management ensures that the interest of academic staff is considered when making strategic decisions	50 (18.1%)	78 (28.3%)	96 (34.8%)	24 (8.7%)	28 (10.1%)	3.35 5	.84
4	Management appreciates and rewards great contributions made by staff	48 (17.4%)	73 (26.4%)	91 (33.0%)	10 (3.6%)	54 (19.6%)	3.18 5	.96
5	Management allows me to grow professionally especially in attending courses, conferences and furthering a degree	43 (15.6%)	69 (25.0%)	85 (30.8%)	52 (18.8%)	27 (9.8%)	3.17 8	.97

**Weighted  $\bar{x}$  (Std. Dev.) = 3.238 (0.92)**

**Decision = Moderate Level**

**Source: Field Work, 2025**

**Key:** Very High Level (VHL) = 5, High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2 and Very Low Level (VLL) = 1;  $\bar{x}$  = Mean; Std. Dev. = Standard Deviation

**Mean Threshold:** If the mean is 0.000-1.499 = Very Low Level; 1.500-2.499 = Low Level; 2.500-3.499 = Moderate Level; 3.500-4.449 = High Level; 4.500-5.0000 = Very High Level

Table 5 revealed that the managerial support for academic staff in Colleges of Education in Oyo State as rated is rated at moderately high level, the standard deviation reveals considerable variation in respondents experience, while many staff member receive adequate support from management others response show unequal access to supportive resources across the institutions (Weighted  $\bar{x}$  (Std. Dev.) = 3.238 (0.92).

**Test of Hypothesis**

**H<sub>01</sub>:** There will be no significant relationship between managerial support and academic staff instructional job performance in Colleges of Education, Oyo State

**Table 6: Pearson Product Moment Correlation for Managerial support and Academic Staff Instructional job performance**

	<b>Academic Staff Instructional job performance</b>
<b>Managerial support</b>	Pearson Correlation .354*
	Sig. (2-tailed) .003
	N 276

\*r value is significant at the P<0.05 level (2-tailed).

**Source: Field-work, 2025**

The above result reveals relationship between managerial support and academic staff instructional job performance in Colleges of Education in Oyo State. This is an indication that increases in managerial support are associated with improvements in teaching effectiveness lesson delivery. The result suggest that supportive administrative practices contribute to consistent and adequate management support across the institutions (r = .354, P< 0.05).

**Discussion of Findings**

This section discusses prior scholarly works related to the topic of discourse (managerial support and academic staff instructional job performance in Colleges of Education, Oyo State).

Research question one showed that that the level of academic staff instructional job performance in Colleges of Education, Oyo State is moderate. This finding disagrees with that of Agbonna et al. (2022) which revealed that the level of lecturers' job performance in state owned universities in South-West Nigeria is high. The differences observed in both results could be that the former study was conducted in universities in the entire South-West whereas the latter study was carried out in Colleges of Education in only Oyo State. This result also disagrees with that of Okeleke et al (2017) which reported that the level of job performance of academic staff in areas of instruction and research is low public Colleges of Education in South-West, Nigeria. The differences in the results may be in the year in which the studies were carried out. Furthermore, the former study was carried out in public colleges in the entire South-West whereas this study was conducted only in Oyo State. This finding also disagrees with that of a study carried out in the year 2021 which revealed that the level of job performance of academic staff is low in Public Colleges of Education in South-West, Nigeria (Okeleke & Oladejo, 2021). The differences in the results may be the year in which the studies were carried out. Furthermore, the former study was carried out in the entire South-West whereas this study was conducted only in Oyo State.

Research question two showed that that the level of managerial support for academic staff in Colleges of Education, Oyo State is moderate. This result is in line with the work of Igbadumhe et al. (2022) which revealed moderate extent of managerial support for academic staff in selected private universities in South-West Nigeria. The similarities between both results could be that they were both carried out on academic staff in South-West Nigeria. This result aligns with that of Ubabuiké and Zita (2025) which showed that moderate level of managerial support services for teachers job in secondary schools in Anambra State. The similarities between both results could be that they were both carried out on teaching staff in Nigeria. However, this result disagrees with that of Anukaenyi et al. (2022) which showed a high extent of managerial support for teachers in Public Secondary Schools in South-East Nigeria. The differences in the results could be that the former was carried out on teachers and in public secondary schools in South-East Nigeria whereas the present study was carried out among academic staff in Colleges of Education in South-West, Nigeria.

Hypothesis one revealed a positive significant correlation between managerial support and academic staff instructional job performance in Colleges of Education, Oyo State. This result is supported by that of Ubabuiké and Zita (2025) which showed that managerial support services is

a significant predictor of teachers' job engagement in secondary schools in Anambra State. The similarities between both results could be that they were both carried out on teaching staff in Nigeria. This result also aligns with that of Adamu et al. (2024) which showed a strong positive relationship between managerial support and affective commitment, continuance commitment and normative commitment of teachers in selected private secondary schools in Adamawa State, Nigeria. The similarities between both results could be that they were both carried out on teaching staff in Nigeria. This result corroborates that of Anukaenyi et al. (2022) which showed a high extent of correlation between managerial support and teachers' productivity in Public Secondary Schools in the South East Nigeria. The similarities between both results could be that they were both carried out on teaching staff in Nigeria.

### **Conclusion**

In conclusion, the moderate level of support suggests that academic staff are able to perform their institutions duties satisfactorily, their potential for achieving higher standards of performance underutilized. Strengthening managerial support initiatives, such as improved communication, regular professional development, timely motivation and provision of adequate instructional resources would further enhance academic staff effectiveness and instructional quality. Thus, increased managerial support is essential for promoting excellence in teaching and learning in Colleges of Education, Oyo State.

### **Recommendations**

Based on the results and conclusion of this study, the following recommendations are therefore given:

8. All kinds of trainings such as seminars, conferences, workshops and mentoring should be provided for principals to help them improve their managerial support for academic staff so as to boost their instructional job performance;
9. Academic staff should be motivated or told to continually advocate for managerial support from their school managers and government by providing feedback on management activities as this would enhance their instructional job performance from moderate to high level; and

10. Managers of Colleges of Education should ensure that all necessary instructional resources needed by the academic staffs should be provided to enhance their instructional job performance.

## **References**

- Adamu, A., Hauwa, A. D. & Rafiatu, A. D. (2024). Influence of managerial support on employee commitment in selected private secondary schools in Adamawa State, Nigeria. *Nigerian Journal of Management Sciences*, 25(2), 158-168.
- Aderinto, S. & Adebayo, B. A. (2021). Relationship between stress management strategies and lecturers' job effectiveness in college of education, Oyo State, Nigeria. *Al-Hikmah Journal of Education*, 8(1), 236-244. ISSN 2384-7662 E-ISSN 2705-2508
- Agbonna, R. O., Akeju, A. B., Yakubu, A. O. & Fasola, B. O. (2022). Capacity building as correlates of lecturers' job performance in state owned universities in South-West Nigeria. *Rivers State University Journal of Education (RSUJOE)*, 25(2), 183-193. ISSN:2735-9840
- Akinfolarin, A.V. & Emetarom, U. G. (2020). Management support practices to promote teachers' instructional improvement for sustainable development in secondary education. *EPRA International Journal of Research and Development (IJRD)*, 5(2), 170-175. DOI:10.36713/epra1718
- Akira, P. (2020). *Teachers' perception on workload and Pperformance (A Case Study of Homeroom Teachers' at Primary Global Islamic School 2 Serpong)*. Unpublished Master Degree of Education (M.Pd.) Thesis, Faculty of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta. <https://repository.uinjkt.ac.id/dspace/handle/123456789/51564>
- Anukaenyi, B. A., Onochie, C. P. C. & Eze, C. O U. (2022). Management support services and teachers' productivity in public secondary schools in the South East Nigeria. *International Journal of Education Research Review*, 1(1), 60-68.
- Bakker, A. B. & Demerouti, E. (2017). Job demands-resources theory: Taking stock and looking forward. *J. Occup. Health Psychol.* 22, 273–285. doi: 10.1037/ocp0000056
- Darwish, T. K. & Fattaah, P. M. A. (2020). *Human resource management in an Emerging South Asian Economy: The Case of Brunei*. Routledge Publishing: New York. ISBN: 9780429030963
- Igbadumhe, A. F., Akinbo, T. M. & Adepoju, O. O. (2022). Empirical investigation of management support and academic staff engagement of selected private universities in South-West Nigeria. *Academy of Entrepreneurship Journal*, 28(6), 1-8. Print ISSN: 1087-9595; Online ISSN: 1528-2686

- Ileuma, S. & Abioye, K. D. (2024). Management technique and academic staff job performance in federal Colleges of Education (special), Oyo, Oyo State. *International Journal of Social Sciences and Management Research*, 10(11), 208-216. DOI: 10.56201/ijssmr.v10.no11.2024.pg.208.216
- Jalal, R. N. U. D. & Zaheer, M. A. (2017). Does job satisfaction mediate the relationship of workload, remuneration and psychological reward with job performance? *International Journal of Academic Research in Business and Social Sciences*, 7(9), 64-79. DOI:10.6007/IJARBSS/v7-i9/3309
- Okeleke, Q. O. & Oladejo, M. A. (2021). Employee information sharing and job performance in public Colleges of Education in South-West, Nigeria. *Jurnal Penyelidikan Pendidikan*, 39, 107-117. <https://ejournal.um.edu.my>
- Okeleke, Q.O., Uzoka, N.E. & Oladejo, M.A. (2017). Employee training, socio-demographic characteristics and job performance of academic staff in public Colleges of Education in South-West, Nigeria. *Al-hikmah Journal of Education*, 4(2), 135-145. <https://ir.unilag.edu.ng/handle/123456789/7788>
- Ubabuike, J. C. & Zita, O. (2025). Management support services as predictors of teachers' job engagement in public secondary schools in Anambra State. *Journal of Educational Research and Development*, 8(3), 83-92.
- Zaki, H. & Marzolina (2018). The effect of workload and compensation on turnover intention through job satisfaction in employees of PT. Adira Quantum Multifinance Pekanbaru Branch. *Journal of Boxing Business Management*, 8(3), 108-117. DOI: <https://doi.org/10.38035/dijefa.v3i2.1189>